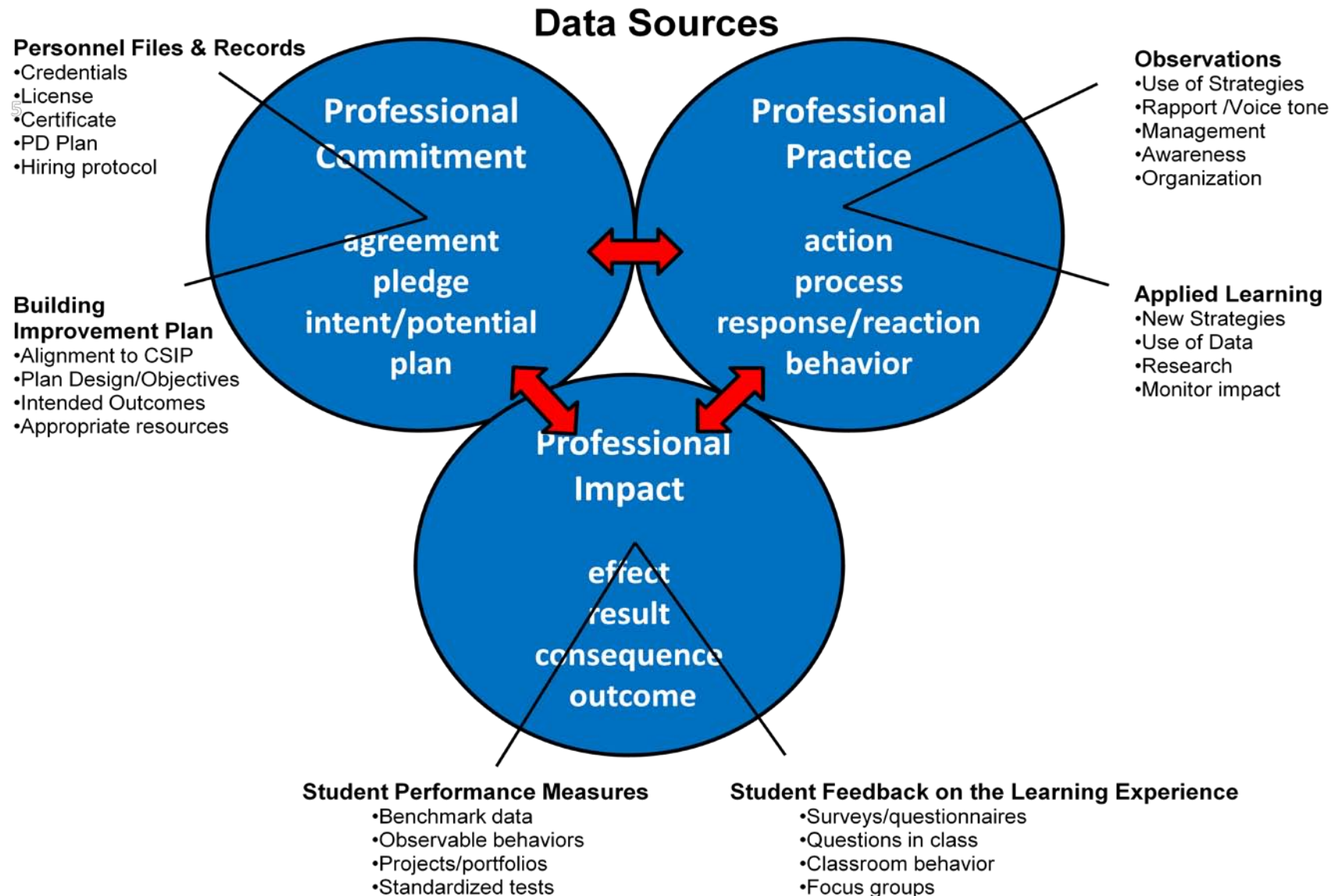




Growth Guide

MISSOURI'S EDUCATOR EVALUATION SYSTEM

Professional Frames of the Leader



Leader Growth Guide 1.1

Standard 1: Vision, Mission and Goals

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning that is shared and supported by the school community.

Quality Indicator 1: Establish the Vision, Mission and Goals

Emerging			Developing		Proficient		Distinguished
1E1) The emerging leader... Leads the development or refinement of the vision, mission and goals informed by knowledge and research and directly related to the Comprehensive School Improvement Plan for the district and the Building Improvement Plan.			1D1) The developing leader also... Effectively communicates the vision, mission and goals to all staff and stakeholders to promote and emphasize the success of all students.		1P1) The proficient leader also... Leads the ongoing review of the vision, mission and goals to ensure they promote the success of all students and is based on relevant knowledge and current theories.		1S1) The distinguished leader also... Implements timely changes based on data to the vision, mission and goals ensuring the continued success of students in the building and contributing to improvement and progress in the district.
Professional Frames							
Evidence of Commitment <i>The school has vision of learning aligned to the building and district improvement plans</i>			Evidence of Commitment <i>Plans for the consistent and effective communication of the vision, mission and goals to all stakeholders</i>		Evidence of Commitment <i>Plans for the ongoing review of the vision, mission and goals</i>		Evidence of Commitment <i>A plan/process exists for the regular evaluation and, as necessary, modification of the school’s vision</i>
Evidence of Practice <i>Learns the history of the vision, mission and goals and facilitates its development or refinement as needed</i>			Evidence of Practice <i>Employs strategies to clearly articulate the vision, mission and goals to all key stakeholders</i>		Evidence of Practice <i>Engages in efforts to collaboratively review and refine the vision, mission and goals to enhance student success</i>		Evidence of Practice <i>Uses ongoing evaluation data to change as needed the vision, mission and goals in order to meet the needs of the students</i>
Evidence of Impact N / A			Evidence of Impact N / A		Evidence of Impact N / A		Evidence of Impact N / A
Score = 0	1	2	3	4	5	6	7

Leader Growth Guide 1.2

Standard 1: Vision, Mission and Goals

Quality Indicator 2: Implement the Vision, Mission and Goals

Emerging			Developing		Proficient		Distinguished	
1E2) The emerging leader...			1D2) The developing leader also...		1P2) The proficient leader also...		1S2) The distinguished leader also...	
Develops strategies to motivate staff, students and families to achieve the building’s vision, mission and goals.			Modifies strategies to increase the commitment of staff, students, and families to the vision, mission and goals.		Analyzes the fidelity of implementation strategies in the overall achievement of the vision, mission and goals.		Increases the capacity of leadership throughout the building for achieving the vision, mission and goals.	
Professional Frames								
Evidence of Commitment <i>Ensures that a plan has been developed to motivate staff, students, and families to achieve the vision, mission and goals of the school</i>			Evidence of Commitment <i>Documents changes in strategies that result in increased commitment</i>		Evidence of Commitment <i>Has a process for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</i>		Evidence of Commitment <i>Has a clear plan for developing leadership capacity in the building</i>	
Evidence of Practice <i>Effectively uses strategies to motivate others to achieve the vision, mission and goals</i>			Evidence of Practice <i>Facilitates changes to strategies that increase the commitment of staff, students and families</i>		Evidence of Practice <i>Regularly assesses how motivated stakeholders are to achieve mission, vision and goals</i>		Evidence of Practice <i>Actively engages in strategies that result in increased capacity of leadership of others in the building</i>	
Evidence of Impact <i>Staff, students, and families are motivated to achieve the school’s vision, mission and goals</i>			Evidence of Impact <i>Staff, students, and families have increased commitment towards achieving the vision, mission and goals</i>		Evidence of Impact <i>Key stakeholders provide input for analyzing the effectiveness of initiatives designed to motivate staff, students, and families</i>		Evidence of Impact <i>Leadership capacity expands throughout the building</i>	
Score =	0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 1: Vision, Mission and Goals.

Education leaders have the knowledge and ability to ensure the success of all students by facilitating the development, articulation, implementation, and stewardship of a school or district vision of learning supported by the school community.

Professional Commitment		
<ul style="list-style-type: none"> School Improvement Plan Documentation of collaborative structures and processes in place for stakeholder engagement Historical data Posted vision, mission, and goals Stakeholder meeting agendas and notes Stakeholder surveys 	<ul style="list-style-type: none"> Communication plan Sample updates to stakeholders on progress made toward building goals Outreach plan Documentation on revisions made to mission, vision and goals Impact data on revisions 	<ul style="list-style-type: none"> List of participating stakeholders Sample newsletters, memos, articles, etc. School website Data used to make revisions, determine goals and priority areas Improvement efforts toward vision, mission, and goals
Professional Practice		
<ul style="list-style-type: none"> Engages all stakeholders in the creation of a shared educational vision Leads and implements a process for developing a shared vision and strategic goals in student achievement Forges stakeholder consensus for school improvement Create with stakeholders a vision for the school Designs and implements a collaborative process to collect and analyze data about the school's progress Creates and implements a protocol for the systematic review and revision of the vision and mission 	<ul style="list-style-type: none"> Implements a school-wide instructional vision with input from a broad representation of stakeholders Develops, promotes, and secures staff commitment to core values that guide the development of a results-oriented mission statement and ongoing decision making. Maintains a focus on the vision and strategic goals throughout the year Initiates changes to vision and goals based on data and goals based on data to improve performance, school culture and school success 	<ul style="list-style-type: none"> Uses a variety of means to communicate goals to stakeholders Ensures that the mission and vision is visible and known by students and staff Uses feedback from stakeholders to improve school performance Ensures that the school's identity (vision, mission, values and goals) drives decisions and informs the culture
Professional Impact		
<ul style="list-style-type: none"> Survey results Revision of Vision and goal statements Stakeholder list Documentation of progress Focus group interviews Classroom observations Building Professional Development Plan 	<ul style="list-style-type: none"> School improvement plan Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.) Academic records of individual student progress Student completion data on homework/projects Performance assessment results 	<ul style="list-style-type: none"> Structured interviews with students, staff, parents, guardians, and community stakeholders Example of data-driven decisions to document progress and/or to determine school goals and priority areas Student and/or parent survey results Parent/community attendance at school functions

Leader Growth Guide 2.1

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Quality Indicator 1: Promote Positive School Culture

Emerging			Developing		Proficient		Distinguished	
2E1) The emerging leader...			2D1) The developing leader also...		2P1) The proficient leader also...		2S1) The distinguished leader also...	
Establishes a culture of safety, positive relationships and high levels of learning for all students.			Maintains a culture that emphasizes safety, positive relationships and high levels of student learning.		Leads continuous assessment of the culture to ensure increased student safety, positive relationships and high levels of learning.		Implements timely changes based on data to further improve the culture of the district related to student safety, positive relationships and increased levels of student learning.	
Professional Frames								
Evidence of Commitment <i>School artifacts indicate a focus on safety and positive relationships</i>			Evidence of Commitment <i>Artifacts indicate a continuous effort to maintain a positive culture</i>		Evidence of Commitment <i>Plans for assessing the building’s culture</i>		Evidence of Commitment <i>A process is in place to evaluate and modify strategies for improving the culture</i>	
Evidence of Practice <i>Engages in strategies that promote safety, positive relationships and high levels of learning for students</i>			Evidence of Practice <i>Uses effective strategies for maintaining a positive culture throughout the building</i>		Evidence of Practice <i>Facilitates a collaborative process for assessing the culture and the use of strategies to increase safety, positive relationships and high levels of student learning</i>		Evidence of Practice <i>Evaluates data gathering strategies in regards to culture and enacts strategies for improvement</i>	
Evidence of Impact <i>Safety, positive relationships and high expectations for learning are evident in the building’s</i>			Evidence of Impact <i>Safety, positive relationships and high expectations for learning are consistently apparent throughout the building</i>		Evidence of Impact <i>Context-appropriate strategies positively impact the learning objectives of the school</i>		Evidence of Impact <i>Building culture is increasingly more positive in terms of safety, positive relationships and high expectations for student learning</i>	
Score =	0	1	2	3	4	5	6	7

Leader Growth Guide 2.2

Standard 2: Teaching and Learning

Quality Indicator 2: Provide an Effective Instructional Program

Emerging			Developing		Proficient		Distinguished	
2E2) The emerging leader...			2D2) The developing leader also...		2P2) The proficient leader also...		2S2) The distinguished leader also...	
Works with staff to determine the current instruction and assessment practices used to impact student achievement.			Promotes and monitors consensus relative to the use of effective instruction and assessment practices.		Collaborates with staff to evaluate the effectiveness of instructional and assessment practices based on student performance data.		Leads continuous improvement of instruction and assessment practices based on the most current research on the impact of educator practices on student learning.	
Professional Frames								
Evidence of Commitment <i>Ensures documentation of the effectiveness of existing instructional and assessment practices and curricular materials at each level in the school building</i>			Evidence of Commitment <i>Collaboratively plans for the use of effective instructional and assessment practices</i>		Evidence of Commitment <i>Has a process to evaluate and recommend changes necessary to ensure effective instructional and assessment practices</i>		Evidence of Commitment <i>A process is in place to continuously monitor and evaluate instructional and assessment practices</i>	
Evidence of Practice <i>Facilitates the review of practices and curricular materials and their effectiveness in raising student achievement</i>			Evidence of Practice <i>Facilitates a collaborative process of reviewing and promoting effective instruction and assessment practices</i>		Evidence of Practice <i>Uses student data to determine if instruction and assessment practices are effective and acts on ineffective instruction and assessment practices</i>		Evidence of Practice <i>Uses a systems to regular assess effectiveness of practice and documents sustained improvement and growth of staff and students</i>	
Evidence of Impact <i>Student achievement data is linked to practices and curricular materials</i>			Evidence of Impact <i>Effective instructional and assessment practices are consistently used</i>		Evidence of Impact <i>Teachers and staff engage in a review of instructional and assessment practices</i>		Evidence of Impact <i>All Students experience sustained improvement and growth</i>	
Score = 0	1	2	3	4	5	6	7	

Leader Growth Guide 2.3

Standard 2: Teaching and Learning

Quality Indicator 3: Ensure Continuous Professional Learning

Emerging			Developing		Proficient		Distinguished	
2E3) The emerging leader...			2D3) The developing leader also...		2P3) The proficient leader also...		2S3) The distinguished leader also...	
Establishes a culture that values continuous learning for all staff and is focused on improving student performance.			Ensures the annual documentation of professional growth in a professional growth plan maintained by all staff.		Ensures that professional learning is focused on improving student learning and is directly related to the Building Improvement Plan.		Leads in the evaluation of the impact of professional learning based on student performance data to ensure the improvement of student achievement.	
Professional Frames								
Evidence of Commitment <i>Building procedures and protocols highlights continuous learning</i>			Evidence of Commitment <i>Professional growth plans document continuous learning</i>		Evidence of Commitment <i>Professional learning is aligned to student learning needs</i>		Evidence of Commitment <i>Applied professional learning is evaluated</i>	
Evidence of Practice <i>Establishes process and strategies for continuous learning for all staff, including novice teachers</i>			Evidence of Practice <i>Develops structures to ensure the documentation of continuous learning for all</i>		Evidence of Practice <i>Uses strategies to determine that professional learning meets the needs and priorities in the building improvement plan</i>		Evidence of Practice <i>Cultivates a system of evaluation to determine that professional learning impacts student performance</i>	
Evidence of Impact <i>Teachers and staff engage in continuous learning to better meet student needs</i>			Evidence of Impact <i>Teachers and staff develop and maintain annual professional growth plans</i>		Evidence of Impact <i>Teachers and staff align and apply all professional learning to specific learning needs</i>		Evidence of Impact <i>Teachers and staff conduct ongoing evaluation on the impact of professional learning on student performance data</i>	
Score =	0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 2: Teaching and Learning

Education leaders have the knowledge and ability to ensure the success of all students by promoting a positive school culture, providing an effective instructional program, applying best practice to student learning, and designing comprehensive professional growth plans for staff.

Professional Commitment			
<ul style="list-style-type: none"> • Examples of Student, staff, and parent culture/climate surveys • Focus group interview questions • Descriptive feedback on culture • Procedures for reporting, investigating, and resolving incidents of school bullying, harassment, etc. • Student, parent and staff handbooks 	<ul style="list-style-type: none"> • Classroom observations • Structures and protocols to celebrate student/staff success (academic, behavioral, cultural, extra-curricular, etc.) • Newsletters • Internal/external communication structures (website, memos, social-media, etc.) • List of strategies and procedures related to professional growth plans 	<ul style="list-style-type: none"> • Structures in place to promote collegiality, collaboration, and cultural awareness • Culture and profile data • Research on effective practices (journals, articles, etc.) • Inventory of curricular materials • Assessment of diverse needs of students • Posted student work, behavioral norms/class procedures 	<ul style="list-style-type: none"> • Records/files of meetings and activities of the Professional Development Committee • Time management strategies and plan • Structures and processes to collaborate with the Professional Development committee to align learning opportunities to School Improvement Efforts • Academic guidelines • Technology plan
Professional Practice			
<ul style="list-style-type: none"> • Ensures that policies and practices respect a culturally diverse environment. • Ensures that all teachers design effective and rigorous standards-based units of instruction. • Ensures that professional growth plans focus on learning for staff that is focused on improving student performance • Leads celebrations for student, classroom, and school-wide successes 	<ul style="list-style-type: none"> • Develops and nurtures a culture in which staff reflect on their practice, use student data, current research, best practices and theory to continuously adapt instruction • Fosters instructional practices that reflect high expectations, engages all students, and are personalized to accommodate diverse learners • Uses staff meetings as collaborative opportunities for teachers to share strategies and best-practices 	<ul style="list-style-type: none"> • Ensures that all teachers use a variety of formal and informal methods of assessments to measure student learning, growth and understanding • Works in collaboration with the Professional Development Committee to evaluate professional learning and its impact on student performance • Reads and shares research 	<ul style="list-style-type: none"> • Fosters on-going coaching and training that builds classroom proficiency • Provides time and opportunities for individual/team/and whole staff professional learning • Promotes the use of effective and appropriate technology to support student learning • Uses peer observations to monitor collective implementation of instructional strategies
Professional Impact			
<ul style="list-style-type: none"> • Examples of professional learning impacting student learning • Documented changes and improvement of instructional practice 	<ul style="list-style-type: none"> • Classroom observation data/feedback • Data confirming technology use • Professional growth plans data 	<ul style="list-style-type: none"> • Survey data; focus group data • PDC Plan evaluation • Student Performance Impact data 	<ul style="list-style-type: none"> • Non-academic records of individual progress (class participation, engagement, motivation, behavior, etc.)

Leader Growth Guide 3.1

Standard 3: Management of the Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organizational structure, personnel, and resources in a way that promotes a safe, efficient, and effective learning environment.

Quality Indicator 1: Manage the Organizational Structure

Emerging			Developing		Proficient		Distinguished	
3E1) The emerging leader...			3D1) The developing leader also...		3P1) The proficient leader also...		3D1) The distinguished leader also...	
Creates and enforces structures and procedures to guide the building in pursuit of its vision, mission and goals.			Monitors and reviews the effectiveness of all structures and procedures.		Evaluates and revises structures and procedures to better support learning for all students.		Ensures and leads a process for annually reviewing student data to guide the design and improvement of structures and procedures to enhance student learning.	
Professional Frames								
Evidence of Commitment <i>Structures, policies and procedures support the school's vision, mission and goals</i>			Evidence of Commitment <i>A review cycle is established for structures, policies and procedures</i>		Evidence of Commitment <i>Structures, policies and procedures are evaluated and modified as appropriate</i>		Evidence of Commitment <i>Structures, policies and procedures are improved using a systemic process</i>	
Evidence of Practice <i>Establishes handbooks and methods for communicating structures, policies and procedures to staff, students and families</i>			Evidence of Practice <i>Regularly reviews structures, policies and procedures with staff, student representatives, and parents</i>		Evidence of Practice <i>With collaborative input, makes determinations on effectiveness and modifies as necessary</i>		Evidence of Practice <i>Creates a process across the system to conduct ongoing evaluation and improvement</i>	
Evidence of Impact <i>Appropriate structures, policies and procedures support key issues like building safety, retention, etc.</i>			Evidence of Impact <i>Effectively implemented structures, policies and procedures support key issues like building safety, retention, etc.</i>		Evidence of Impact <i>Improved structures, policies and procedures support key issues like building safety, retention, etc.</i>		Evidence of Impact <i>Continuously improved structures, policies and procedures support key issues like building safety, retention, etc.</i>	
Score = 0	1	2	3	4	5	6	7	

Leader Growth Guide 3.2

Standard 3: Management of the Organizational Systems

Quality Indicator 2: Lead Personnel

Emerging			Developing		Proficient		Distinguished
3E2) The emerging leader...			3D2) The developing leader also...		3P2) The proficient leader also...		3S2) The distinguished leader also...
Creates positive relationships with teachers and staff to build support for the goals and priorities of the Building Improvement Plan.			Assesses teacher and staff performance based on improved learning for students.		Leads an ongoing system of performance evaluation for all educators that results in higher levels of professional practice and improved student growth.		Ensures a system that builds the capacity of teachers and staff (including succession planning) that results in the achievement of the Building Improvement Plan and its goals and priorities.
Professional Frames							
Evidence of Commitment <i>Reviews appropriate personnel paperwork including certifications, salary schedules, handbooks, code of conduct, etc.</i>			Evidence of Commitment <i>Promotes an effective evaluation process to confirm appropriate credentials, improve practice and build collective commitment</i>		Evidence of Commitment <i>An evaluation process is in place that supports effective instruction through growth and improvement</i>		Evidence of Commitment <i>Ensures an effective evaluation process to continuously improve performance and build capacity</i>
Evidence of Practice <i>Demonstrates ability to listen carefully and respond accurately in order to build positive relationships</i>			Evidence of Practice <i>Accurately collects data on performance and provides construct feedback that builds collective commitment around improvement of student learning</i>		Evidence of Practice <i>Engages in an effective process of evaluation that includes meaningful and constructive feedback to promote improvement</i>		Evidence of Practice <i>Engages in intentional strategies to formatively develop leadership in staff, using leadership teams and other distributive leadership structures</i>
Evidence of Impact <i>Teachers and staff are knowledgeable of and generally support the district’s vision, mission and goals</i>			Evidence of Impact <i>Teachers and staff participate in an effective evaluation process</i>		Evidence of Impact <i>Teachers and staff improve practice based on an effective evaluation process</i>		Evidence of Impact <i>Teachers and staff improve practice and increasingly participate in shared leadership opportunities</i>
Score = 0	1	2	3	4	5	6	7

Leader Growth Guide 3.3

Standard 3: Management of the Organizational Systems

Quality Indicator 3: Manage Resources

Emerging			Developing		Proficient		Distinguished
3E3) The emerging leader...			3D3) The developing leader also...		3P3) The proficient leader also...		3S3) The distinguished leader also...
Is knowledgeable of existing policies and procedures related to the effective, legal, and equitable use of resources to achieve student learning			Implements policies and procedures that guide the effective, legal, and equitable use of resources to support student learning.		Reviews and monitors all policies and procedures regarding the use of resources ensuring they are current, effective, legal and equitable		Implements a process to use effectiveness data to revise and continuously improve procedures and advocate for policies to ensure the effective, legal, and equitable use of resources to enhance student learning.
Professional Frames							
Evidence of Commitment <i>Policies and procedures exist for the effective, legal, and equitable use of fiscal, human and material resources</i>			Evidence of Commitment <i>Policies and procedures are implemented for equitable use of resources</i>		Evidence of Commitment <i>A regular review of all policies and procedures is planned</i>		Evidence of Commitment <i>Policies and procedures are continuously developed and improved to ensure equitable use of resources</i>
Evidence of Practice <i>Reviews existing budget and current resource allocation to ensures adequate support of student learning</i>			Evidence of Practice <i>Maintains accurate budget and expenditure data and bases decisions on ensuring the support of student learning</i>		Evidence of Practice <i>Establishes structures and methods for careful analysis of how resources are allocated and their impact on student learning</i>		Evidence of Practice <i>Monitors and evaluates effectiveness regularly, using a collaborative process to continually ensure resources are allocated effectively</i>
Evidence of Impact <i>An environment that supports student learning is maintained through the appropriate use of resources</i>			Evidence of Impact <i>Policies and procedures on the use of resources support student learning</i>		Evidence of Impact <i>Resources that do not support student learning are eliminated or revised</i>		Evidence of Impact <i>Improvement on the use of resources is continuously monitored to ensure the support of student learning</i>
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 3: Management of Organizational Systems

Education leaders have the knowledge and ability to ensure the success of all students by managing the organization, operations, and resources in a way that promotes a safe, efficient, and effective learning environment.

Professional Commitment				Teacher Induction and Development
<ul style="list-style-type: none">• Educator profiles• Educator evaluation process documents• Inventory of available resources• Strategies to determine management effectiveness• Staff, student, parent surveys• Conflict resolution protocols	<ul style="list-style-type: none">• Calendar of planned performance reviews for staff• Master school schedule documenting individual and collaborative planning times• Building staffing plans/ process and protocols• RTI plans and models	<ul style="list-style-type: none">• Description of the structures in place to promote collegiality, collaboration, and cultural awareness.• Procedures for reporting, investigating, and resolving incidents of bullying, harassment, etc.	<ul style="list-style-type: none">• Structures and procedures for formal/informal communications• Structures and procedures for collaborative planning and review (School Safety Plans, Crisis Plans, etc.)• Examples of consensus building activities	
Professional Practice				
<ul style="list-style-type: none">• Provides effective and timely staff supervision and evaluation• Makes frequent visits to classrooms and gives targeted constructive feedback• Uses multiple sources of student performance data to assess educator effectiveness• Develops /manages a budget that supports the district's vision, mission, and goals.• Practices distributive leadership	<ul style="list-style-type: none">• Develops and executes effective plans, procedures, routines and operational systems to address a full range of safety, health, and emotional/social needs of students.• Recruits and develops a leadership team with a balance of skills• Orchestrates orderly student entry, dismissal, meals, class transitions, and recesses.	<ul style="list-style-type: none">• Manages bureaucratic, contractual, and legal issues efficiently and effectively.• Promotes transparent communication between all stakeholders• Utilizes a time management system to deal with email, paperwork, and administrative chores• Implements policies and procedures for the equitable allocation of resources.	<ul style="list-style-type: none">• Creates a schedule that provides meeting times for grade level/content area teams• Ensures that teachers have the resources and support necessary to grow professionally• Routinely schedules time and opportunities for individual/team/ and whole staff collaboration and learning	
Professional Impact				
<ul style="list-style-type: none">• List of resource allocation• Documentation of school advisory, guidance, and health programs• Parent, student, staff handbooks	<ul style="list-style-type: none">• Building budget/resource allocation• Survey results• Documentation of teacher-led meetings/committees• Feedback and follow-up with staff	<ul style="list-style-type: none">• School crisis plan• Fire and disaster drill records• Data showing that tenure and retention decisions are based on clear assessments of effectiveness	<ul style="list-style-type: none">• Documentation of collaborative planning time leading to improved professional practice and student learning• Educator performance results	
Development				
Professional Commitment				
<ul style="list-style-type: none">• Induction/mentoring support and training plan• Mentoring standards• Structures and procedures in place for effective coaching, mentoring and educator development• Resource allocation (time, materials, fiscal investment)				
Professional Practice				
<ul style="list-style-type: none">• Data on a cohesive approach to recruitment, hiring, induction, development, and career growth• Recruits and hires effective teachers				
Professional Impact				
<ul style="list-style-type: none">• Teacher retention• New Teacher Survey• Teacher interviews• Teacher evaluation results• Student performance data• Student/Parent Surveys				

Leader Growth Guide 4.1

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Quality Indicator 1: Collaborate with Families and Other Community Members

Emerging			Developing		Proficient		Distinguished	
4E1) The emerging leader...			4D1) The developing leader also...		4P1) The proficient leader also...		4S1) The distinguished leader also...	
Demonstrates the understanding of the need to build positive relationships with families, community members, and key stakeholders.			Engages in positive relationship building with key partnerships that will enhance the culture of learning throughout the district.		Assesses the quality of relationships and collaboration with families, community members and stakeholders throughout the community and its impact on the culture of learning in the building.		Expands and strengthens collaboration and partnerships with families, community members and key stakeholders to enhance the culture of learning throughout the district.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Actively engages in strategies to build positive relationships with families, community members and key stakeholders			Evidence of Practice Establishes calendar to regularly gather key stakeholders in order to build support for the priorities and goals of the building		Evidence of Practice Uses a process to determine if strategies used are effective and collaboratively develops alternative strategies where necessary		Evidence of Practice Improves collaboration strategies to expand positive relationships and enhance support for the learning of students in the building	
Evidence of Impact Family, community members and key stakeholders experience a positive relationship with the education leader			Evidence of Impact Family and community come together to support education in the school		Evidence of Impact Family and community assist in analyzing the overall support of education in the building		Evidence of Impact Support for the school improves throughout the community	
Score =	0	1	2	3	4	5	6	7

Leader Growth Guide 4.2

Standard 4: Collaboration with Families and Stakeholders

Quality Indicator 2: Respond to Community Interests and Needs

Emerging			Developing		Proficient		Distinguished	
4E2) The emerging leader...			4D2) The developing leader also...		4P2) The proficient leader also...		4S2) The distinguished leader also...	
Seeks to expand understanding of the diverse needs in the building by being visible and actively involved.			Responds to educational interests and needs based on information obtained through active involvement throughout the community.		Monitors and analyzes student performance improvement stemming from the collaboration between the school and community.		Continuously improves the response to community interests and needs in order to enhance collaboration and increase educational support.	
Professional Frames								
Evidence of Commitment N / A			Evidence of Commitment N / A		Evidence of Commitment N / A		Evidence of Commitment N / A	
Evidence of Practice Establishes a process for being highly visible and actively involved as a strategy for learning important community interests and needs			Evidence of Practice Maintains high visibility and active involvement, building relationships with key stakeholders in the community		Evidence of Practice Monitors the effectiveness of school and community collaboration		Evidence of Practice Establishes a process to determine which areas of visibility and involvement have the highest impact and uses those to meet community interests and needs	
Evidence of Impact Diverse school and community interests and needs are accommodated in support of the vision, mission and goals			Evidence of Impact Relationship with community is positive and supports the accommodation of diverse needs		Evidence of Impact Relationship with community is monitored and analyzed to ensure the accommodation of diverse needs		Evidence of Impact High impact areas are used to expand the support of education in the school	
Score =	0	1	2	3	4	5	6	7

Leader Growth Guide 4.3

Standard 4: Collaboration with Families and Stakeholders

Quality Indicator 3: Mobilize Community Resources

Emerging			Developing		Proficient		Distinguished
4E3) The emerging leader...			4D3) The developing leader also...		4P3) The proficient leader also...		4S3) The distinguished leader also...
Identifies existing community resources to support student achievement.			Uses existing community resources that impact student achievement.		Monitors and analyzes how well community resources are being used to impact student achievement.		Ensures that the use of community resources is expanded to address learning challenges and needs resulting in increased student achievement.
Professional Frames							
Evidence of Commitment <i>Identifies and plans for the use of existing community resources</i>			Evidence of Commitment <i>Maintains plans and documentation on the use of existing community resources</i>		Evidence of Commitment <i>A process exists to monitor and analyze the use of community resources</i>		Evidence of Commitment <i>A process exists to regularly assess the effectiveness of how resources are used.</i>
Evidence of Practice <i>Is aware of potential community resources and how they might best be used to address student challenges and needs.</i>			Evidence of Practice <i>Understand what resources are available in the community and develops and uses strategies for mobilizing and directing resources to most needed areas</i>		Evidence of Practice <i>Continuously monitors the use of resources to address specific school problems and conducts ongoing analysis of the impact of the resources on addressing problems</i>		Evidence of Practice <i>Uses strategies to determine which resources impact student achievement the most and conducts long-range planning to maintain and expand resources.</i>
Evidence of Impact <i>Existing community resources are identified</i>			Evidence of Impact <i>Student achievement is positively impacted by the use of resources</i>		Evidence of Impact <i>The monitoring and analysis of the use of resources leads to more effective allocation.</i>		Evidence of Impact <i>Student achievement improves based on the effective use of community resources.</i>
Score = 0	1	2	3	4	5	6	7

Possible Sources of Evidence

Standard 4: Collaboration with Families and Stakeholders

Education leaders have the knowledge and ability to ensure the success of all students by collaborating with families and other community members, responding to diverse community interests and needs, and mobilizing community resources.

Professional Commitment			
<ul style="list-style-type: none"> List of proposed school and community collaboration Inventory of resources available as potential solutions to school problems Examples of community resources addressing school issues 	<ul style="list-style-type: none"> Structures and processes in place to evaluate community impact Strategies to strengthen and sustain positive relationships with key stakeholders and caregivers Family, community, and school partnership plan 	<ul style="list-style-type: none"> Collaboration strategies Outline of process used to engage community input and buy-in Example presentations to stakeholders Outreach/communications plan 	<ul style="list-style-type: none"> Documentation of on-going relationships with local businesses and community organizations Professional reading/research documentation Surveys
Professional Practice			
<ul style="list-style-type: none"> Ensures that families are welcome members of the classroom and school community and can contribute to the school's effectiveness. Collaborates with families to support student learning at home and school Engages in regular two-way culturally proficient communication with families about student learning 	<ul style="list-style-type: none"> Addresses family concerns in an equitable, effective and efficient manner Consistently builds and maintains relationships with local businesses and community organizations Maintains visibility and involvement in school and community events 	<ul style="list-style-type: none"> Reaches out to staff, students, parents, and external partners for feedback and help Actively involves families and community stakeholders in school celebrations Utilizes school's resources appropriately to support identified areas of need 	<ul style="list-style-type: none"> Facilitate mutually beneficial partnerships between classes, grades, or whole school and local businesses and community organizations Monitors outreach strategies to determine effectiveness and impact
Professional Impact			
<ul style="list-style-type: none"> Student, parent/family, staff, and community survey data Family, business and organization partnership data School policies related to cultural proficiency Data on services provided by local businesses and community agencies 	<ul style="list-style-type: none"> Data on improvements in student learning as impacted by community resources Examples of building positive relationships with key stakeholders Documentation of community interests and needs addressed through involvement and visibility Multi-lingual newsletters/memos 	<ul style="list-style-type: none"> Data on family and community participation in school events Examples of family/community involvement in school celebrations Student, staff, family and stakeholder structured interviews Focus group meetings List of ways in which staff and students have been involved in community events. 	<ul style="list-style-type: none"> Non-instructional records of individual student progress (participation, engagement, motivation, behavior, etc.) New practices that have been implemented as a result of school/community partnerships Number and use of school volunteers

Leader Growth Guide 5.1

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity and in an ethical manner.

Quality Indicator 1: Personal and Professional Responsibility

Emerging			Developing		Proficient		Distinguished	
5E1) The emerging leader...			5D1) The developing leader also...		5P1) The proficient leader also...		5S1) The distinguished leader also...	
Demonstrates professional and ethical behavior toward others.			Regularly gathers data/input on their own professional and ethical behavior toward others and all professional responsibilities.		Uses feedback data to improve own overall professional and ethical behavior toward others and all professional responsibilities.		Is an advocate for and model of professional and ethical behavior that builds capacity for professionalism throughout the building and the district.	
Professional Frames								
Evidence of Commitment <i>Understands ethical principles as they apply to school records, policies, procedures, etc.</i>			Evidence of Commitment <i>Maintains data on professional and ethical behavior</i>		Evidence of Commitment <i>Documents own progress regarding ethical and honest practice</i>		Evidence of Commitment <i>Maintains a school code of conduct that encourages honest and ethical practice</i>	
Evidence of Practice <i>Uses language that demonstrates respect when addressing staff, students and families, ensuring that sensitive information is kept confidential</i>			Evidence of Practice <i>Uses surveys and other formal and informal means to collect data on professional and ethical behavior</i>		Evidence of Practice <i>Evaluates and reflects on their own effectiveness in regards to ethical behavior and demonstrating integrity to ensure a professional culture conducive to learning</i>		Evidence of Practice <i>Is a model of ethical behavior that promotes a culture of professional among all staff ensuring that the learning environment is focused on the well-being and growth of students</i>	
Evidence of Impact <i>Teachers, parents and staff experience honest interactions based upon ethical and legal principles</i>			Evidence of Impact <i>Teachers, parents and staff regularly provide input regarding the leader’s professional and ethical behavior</i>		Evidence of Impact <i>Feedback offered by teachers, parents and staff impacts leader’s professional and ethical behavior</i>		Evidence of Impact <i>Teachers and staff engage in honest interactions based upon ethical and legal principles</i>	
Score = 0	1	2	3	4	5	6	7	

Possible Sources of Evidence

Standard 5: Ethics and Integrity

Education leaders have the knowledge and ability to ensure the success of all students by acting with integrity, responsibility and in an ethical manner.

Professional Commitment			
<ul style="list-style-type: none"> • Sample policies and procedures that demonstrate fairness and respect • Documented process for evaluating school culture • Examples of clear, honest and respectful communications 	<ul style="list-style-type: none"> • Confidentiality procedures • Strategies to ensure that student needs inform all aspects of schooling • Collaborative structures to revise handbooks and codes of conduct 	<ul style="list-style-type: none"> • Surveys • Structured interview questions • Collaborative process to address school issues and problems • Feedback forms • Example communications to families 	<ul style="list-style-type: none"> • Educator evaluation forms/process • Examples of education advocacy • Structures and procedures for evaluating moral and legal consequences of decisions • Handbook and Codes of Conduct
Professional Practice			
<ul style="list-style-type: none"> • Reflects on his/her own effectiveness in regards to ethical behavior • Maintains a school code of conduct promoting fairness and respect for all • Models ethical behavior that promotes a culture of professionalism • Serve as a respectful spokesperson for students and families within the school. 	<ul style="list-style-type: none"> • Maintains confidentiality • Uses clear, honest, respectful language in verbal and written communication with staff, students, families and stakeholders • Promotes a learning environment that is focused on the well-being and growth of students • Develops, implements, and evaluates school policies and procedures that support democratic values, equity, and diversity issues. 	<ul style="list-style-type: none"> • Protects the constitutional or civil rights of students, parents or guardians , and staff • Safeguards public funds and property • Makes unbiased decisions based on data and focused on what is best for students • Ensures that collaborative processes are honest, objective, and fair • Identifies emerging trends and issues likely to affect the school. 	<ul style="list-style-type: none"> • Demonstrates the resilience to uphold core values and persist in the face of adversity. • Creates an infrastructure that helps to monitor and ensure equitable practices • Analyzes leadership decisions in terms of established ethical practices. • Advocates for school policies and programs that promote equitable learning opportunities for all students.
Professional Impact			
<ul style="list-style-type: none"> • Examples of ethical and honest behaviors in staff • Evaluation data on the moral/ethical/legal consequences of decisions • Revised Handbook and Codes of Conduct • Modeling examples of ethical behavior, reflective practice, transparency and honesty 	<ul style="list-style-type: none"> • Parent/community outreach communication examples • Survey data • Examples of advocacy behaviors on behalf of children, families, and caregivers. • Focus group feedback results • Feedback form results 	<ul style="list-style-type: none"> • Documented use of language demonstrating respect when addressing staff, students, and families • Reflection journals data • Discipline referral reports • School climate survey results • School policy evaluation results 	<ul style="list-style-type: none"> • Documented antidotal information • School culture

Leader Growth Guide 6.1

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Quality Indicator 1: Increase Knowledge and Skills based on Best Practices

Emerging			Developing		Proficient		Distinguished	
6E1) The emerging leader...			6D1) The developing leader also...		6P1) The proficient leader also...		6S1) The distinguished leader also...	
Gathers knowledge, skills, and best practices to grow professionally, address staff development and increase student learning.			Applies knowledge, skills, and best practices that result in increased personal growth, develops staff and increases student learning.		Evaluates the impact of new knowledge, skills, and best practices on personal growth, development of staff, and increased student learning.		Is a model and advocate for the sharing new knowledge, skills, and best practices to impact personal growth, the development of staff, and increasing student learning.	
Professional Frames								
Evidence of Commitment <i>Creates a professional growth plan to document appropriate knowledge, skills, and best practices</i>			Evidence of Commitment <i>Professional growth plan reflects enhanced personal knowledge, skills and best practices</i>		Evidence of Commitment <i>Professional growth plan documents the evaluation of new knowledge and skills</i>		Evidence of Commitment <i>Plans for collegial sharing on knowledge and skills in a collaborative culture</i>	
Evidence of Practice <i>Reviews and researches appropriate knowledge, skills, and best practices to address needs in the school</i>			Evidence of Practice <i>Uses research and new learning to increase professional growth, develop personnel and increase student learning</i>		Evidence of Practice <i>Establishes strategies to evaluate the impact of new knowledge, skills, and best practices on growing staff and expanding student learning</i>		Evidence of Practice <i>Creates a collaborative culture where new knowledge, skills and best practices are routinely shared</i>	
Evidence of Impact <i>Staff development and student learning needs are identified</i>			Evidence of Impact <i>Student learning is impacted by new knowledge and skills of the leader</i>		Evidence of Impact <i>Student learning improves as a result of the leader’s new knowledge and skills</i>		Evidence of Impact <i>Student learning improves as a result of the collective learning of the leader and staff</i>	
Score = 0	1	2	3	4	5	6	7	

Possible Sources of Evidence

Standard 6: Professional Development

Education leaders remain current on best practices in education administration and school-related areas as evidenced by establishing a plan for his/her professional development each year.

Professional Commitment			
<ul style="list-style-type: none"> • Examples and research relevant to student learning • Professional development budget and plan • Calendar of planned professional learning 	<ul style="list-style-type: none"> • Summaries of professional development attended • Strategies for sharing new knowledge and skills • Student learning needs • Staff learning needs 	<ul style="list-style-type: none"> • Strategies to use new knowledge and skills to increase teacher capacity • Structures to promote collegiality, collaboration and cultural awareness • School improvement goals/School Improvement Plan 	<ul style="list-style-type: none"> • Professional development presentations and materials • Professional Growth Plans • Outreach/communication examples
Professional Practice			
<ul style="list-style-type: none"> • Recognizes and communicates internally and externally that for students to learn at higher levels, adults in the building must learn at higher levels • Modeling the application of new learning. • Evaluates the effectiveness of new knowledge/skills to address staff and student needs • Shares new learning and skills in a collaborative culture 	<ul style="list-style-type: none"> • Ensures that the conditions necessary for professional learning are in place • Develop capacity for learning and leading • Align professional learning to classroom, school, and school system goals • Models and shares technology and media communication tools to enhance student learning • Advocates for professional learning for all 	<ul style="list-style-type: none"> • Facilitates and/or coach those who facilitate professional learning • Cultivate a culture based on norms of high expectations, shared responsibility, mutual respect, and relational trust. • Uses data to monitor and measures the effect of professional learning on educator and student performance. • Encourages teachers to take risks • Cultivates shared leadership for learning 	<ul style="list-style-type: none"> • Work collaboratively with staff to ensure that all educators engage in effective job-embedded or external professional learning to meet individual, team, school and system goals. • Holds themselves and others accountable for the quality and results of professional learning • Serves as a resource for building student literacy skills
Professional Impact			
<ul style="list-style-type: none"> • Educator evaluation results • Professional Growth Plan results • Examples of applied knowledge, skills and best practice • Student achievement/performance results • Walk-through data • Professional Development Plan evaluation 	<ul style="list-style-type: none"> • Trend data • Impact data that demonstrates changes in practice • Observation data • Non-instructional records of individual student progress • Survey results 	<ul style="list-style-type: none"> • Student improvement data tied to change in teacher practice • Documentation of change in teacher practice • Data tracking appropriate use of technology and media communication tools • Data showing increased parent and community support for PD 	<ul style="list-style-type: none"> • Peer assistance/coaching data • Student progress reports • Staff survey • Teacher/student feedback data • New policies and procedures (showing greater support for professional learning)

